DOCUMENT RESUME

ED 297 148 CE 050 656

TITLE ACTION Planning for Leadership Development in Home and Family Life Programs.
INSTITUTION Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE 80
NOTE 49p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum Development; *Family Life Education; Home Management; *Integrated Curriculum; *Leadership; Leadership Qualities; *Leadership Training; Secondary Education; Student Organizations; Teaching Methods
IDENTIFIERS *Future Homemakers of America

ABSTRACT

This guide provides teachers and administrators with strategies for implementing leadership development as an integral component of the home and family life curriculum. A rationale for integrating leadership into the curriculum is followed by a framework for integration. The framework criteria provided have been established to assist teachers in visualizing how students can be given opportunities to experience leadership as they prepare for home and community roles and responsibilities. A lesson plan for introducing leadership development is followed by three strategies that can be planned and managed as an integral component of the home and family life education curriculum. (A strategy is the planning and management of an operation.) The strategies are decision making, group process, and individual growth/extended learnings. Outlines provide analyses of how the strategies can be developed in the classroom. Steps, teacher/advisor role, and methods/techniques are detailed. The next section identifies how leadership can be developed through integration of Future Homemakers of America (FHA) into the classroom. The role of organizations is discussed, a lesson plan to introduce FHA is presented, and organizational structure is described. Suggestions are offered for developing the three strategies through FHA. Other information on FHA is also provided. (YLB)

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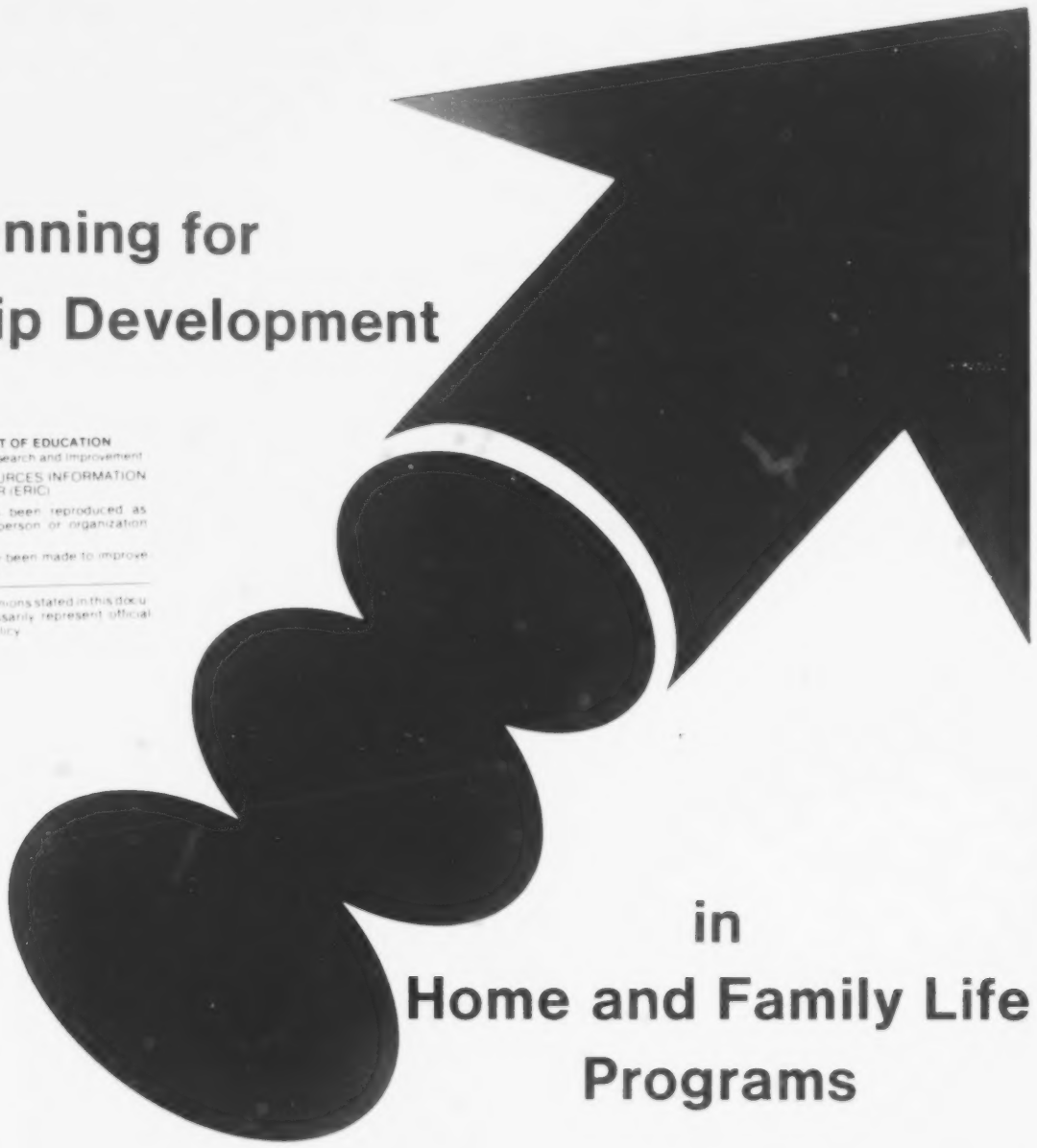
Planning for Leadership Development



in Home and Family Life Programs

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Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

ACTION

PLANNING FOR LEADERSHIP DEVELOPMENT
IN HOME AND FAMILY LIFE PROGRAMS

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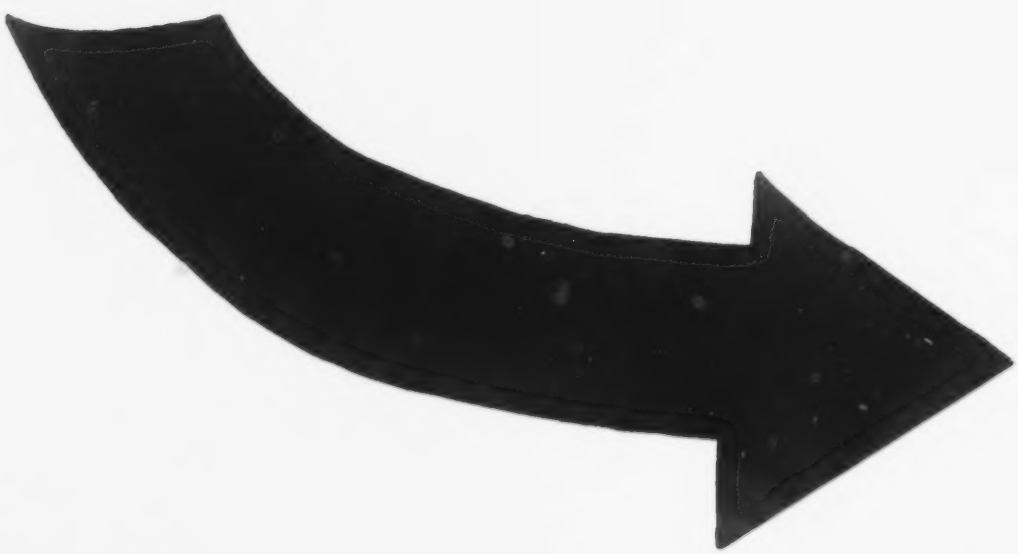

Introduction

Most educators agree with the need for leadership development as an integral component of the curriculum. But many teachers have difficulty defining leadership and identifying how to make it a visible element of the classes they teach. In response to these concerns, the Vocational Home and Family Life Education Section of the Office of the State Superintendent of Public Instruction has conducted numerous workshops for teachers which focus on integrating leadership development in the home and family life curriculum. The concepts and suggestions included in this guideline have been developed, tested and evaluated by the many participants in the Leadership Development inservice workshops and by Seattle School District home economics teachers who participated in a special project focusing on leadership development.

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Rationale

Nearly all adults - parents, educators, community leaders, employers - share a real concern about the youth of our nation. They question whether or not today's youth will be able to get and hold a job, whether or not they will be responsible parents and whether or not they will be able to function effectively as family and community members. Current statistics about youth unemployment, teen pregnancy, child abuse and juvenile crime support these concerns as critical issues facing our country.

A logical avenue for resolution of these concerns may be found in vocational education's objectives, which include preparing of students for the occupation of homemaking and entry level employment. But, job skills and technical knowledge are not enough for success in today's world. The roles of homemaker and wage earner demand more than the skills and knowledges required for minimum job performance. Vocational education has addressed the need for skills in addition to technical knowledge by emphasizing leadership development activities as an integral part of the vocational education curriculum.

The Washington State Standards for Vocational Education Programs also identify the need for leadership development in all vocational programs:

> "Leadership development through planned activities, providing transition from school to job, must be an integral part of the instructional program."

Rationale (Cont'd)

The specific criteria for vocational home and family life education programs state that "Leadership training through planned activities to prepare youth for participation as responsible members of the community is provided" as an integral component of the instructional program. The standards and criteria identify the vocational student organization, The Future Homemakers of America, when it is organized as an integral part of the curriculum, as one way to meet the leadership development requirement.

The requirement for leadership as an integral part of the curriculum has been questioned by many teachers and administrators as they ask:

What is leadership?

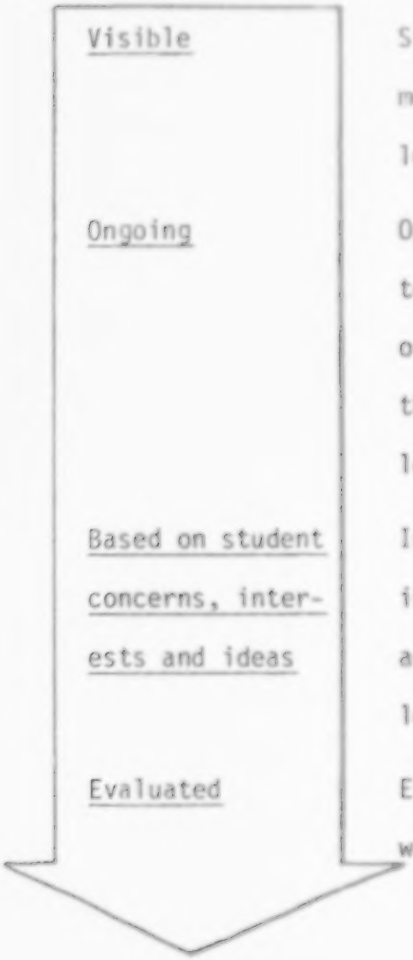
Why should leadership development be a part of the curriculum?

How can leadership development and/or FHA be incorporated?

Leadership development is the vehicle that enables students to fully utilize the subject matter content they receive through Home and Family Life Education. The roles of homemaker, wage earner and citizen demand skills and abilities related to communication, cooperation, decision making, managing resources and assuming responsibility. It is through leadership development activities that students gain these skills. The methods, strategies and techniques commonly employed to provide leadership development opportunities are supportive of effective learning. Students can learn more subject matter content and acquire leadership skills when teachers integrate leadership development.

Rationale (Cont'd)

An effective leadership development component needs to be:



Visible	Students need to know that leadership development is a course goal and that homemakers need leadership skills.
Ongoing	Opportunities for leadership development need to be frequent, ongoing and planned for. Methods of teaching and classroom management must insure that all students have opportunities to develop leadership skills.
Based on student concerns, interests and ideas	Increased involvement in planning increases interest and motivation. Students must be actively involved in their learning. Effective learning "cannot be a spectator sport."
Evaluated	Evaluation by students, parents and teachers will make leadership development more effective.

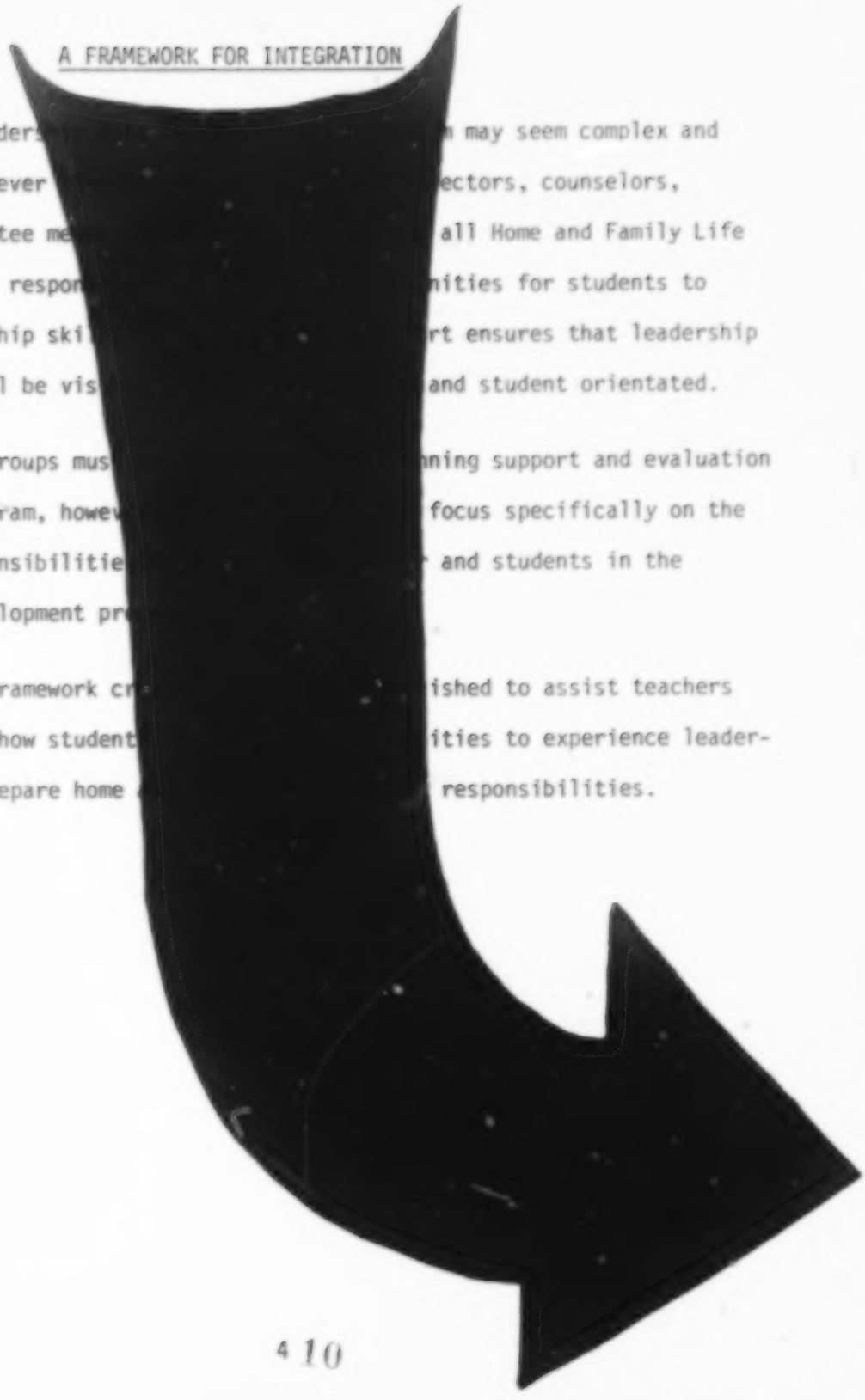
This guideline has been developed to provide teachers and administrators with strategies for implementing leadership development as an integral component of the home and family life curriculum.

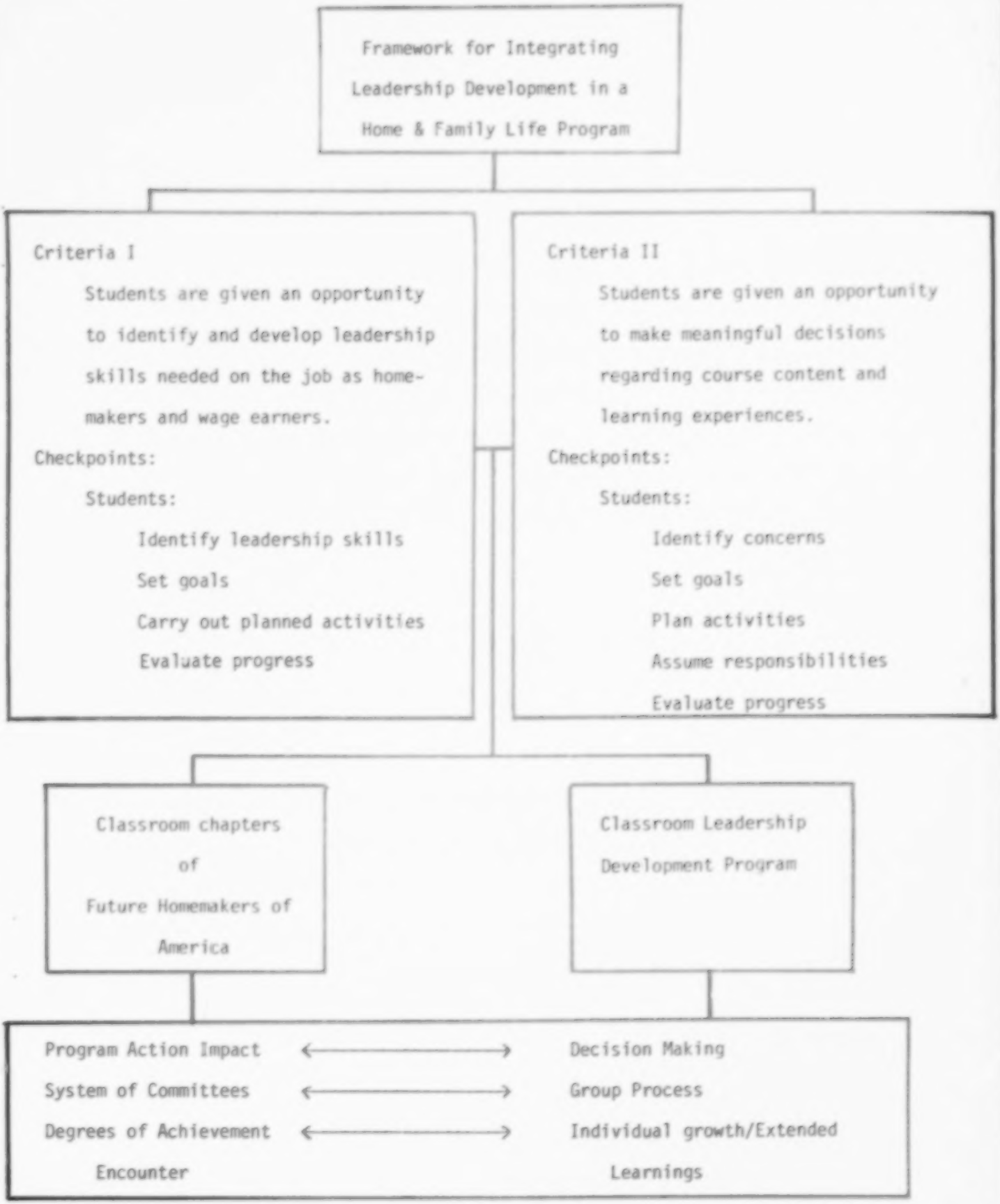
A FRAMEWORK FOR INTEGRATION

Integrating leader[illegible] may seem complex and difficult. However [illegible]ectors, counselors, advisory committee me[illegible] all Home and Family Life teachers have a respon[illegible]nities for students to develop leadership ski[illegible]rt ensures that leadership development will be vis[illegible] and student orientated.

Each of these groups mus[illegible]nning support and evaluation of a total program, howev[illegible] focus specifically on the roles and responsibilitie[illegible] and students in the leadership development pr[illegible]

The following framework cr[illegible]ished to assist teachers in visualizing how student[illegible]ities to experience leadership as they prepare home [illegible] responsibilities.




Framework for Integrating Leadership Development in a Home & Family Life Program
Criteria I
Students are given an opportunity to identify and develop leadership skills needed on the job as homemakers and wage earners.
Checkpoints:
Students:
Identify leadership skills
Set goals
Carry out planned activities
Evaluate progress
Criteria II
Students are given an opportunity to make meaningful decisions regarding course content and learning experiences.
Checkpoints:
Students:
Identify concerns
Set goals
Plan activities
Assume responsibilities
Evaluate progress
Classroom chapters of Future Homemakers of America
Classroom Leadership Development Program
Program Action Impact
System of Committees
Degrees of Achievement
Encounter
Decision Making
Group Process
Individual growth/Extended Learnings

CRITERIA I:

STUDENTS ARE GIVEN AN OPPORTUNITY TO IDENTIFY AND DEVELOP THE LEADERSHIP SKILLS NEEDED ON THE JOB AS HOMEMAKERS AND WAGE EARNERS

Teacher/Adviser Role	Student Role
Guide students in defining and identifying related leadership skills.	Define leadership and identify related leadership skills.
Assist in the development of a job description of the occupation of homemaker and related occupations	Develop job descriptions, including leadership skills for the occupation of homemaking and related occupations.
Relate occupational task and necessary leadership skills.	Participate in opportunities to practice identified leadership skills.
Provide opportunities for students to practice identified leadership skills.	Evaluate progress toward development of leadership skills for the occupation of homemaking.
Encourage students to evaluate individual and group processes.	

CRITERIA II:

STUDENTS ARE GIVEN AN OPPORTUNITY TO MAKE MEANINGFUL DECISIONS REGARDING COURSE CONTENT AND LEARNING EXPERIENCES

Teacher/Adviser Role	Student Role
Manage the learning environment	Contribute to the establishment and maintenance of the learning environment.
Define course outline	Share interest and ideas related to course outline.
Involve students in decision making.	Participate in the selection of specific course content.
Identify possible learning experiences.	Assume responsibility for planning and implementing individual and group activities.
Explore individual and group activities.	Evaluate goals and activities.
Assist with implementation of plan/plans.	
Provide opportunities for evaluation of goals and activities.	

Defining Leadership

Many definitions of leadership have been developed and used. Such definitions range from a single sentence to several pages, but most leadership definitions fall into three categories:

Trait definitions identify leaders through traits, or characteristics or abilities, i.e.: able to make quick decisions.

Style definitions identify leaders through the style or method of leadership used, i.e.: dictatorial or democratic.

Function definitions identify leaders by the functions they perform, i.e.: motivating others.

A focus on individuals and families suggests a functional definition of leadership: leadership is the ability to inspire, motivate and facilitate one's self or a group in moving toward mutually selected goals that affect the common good or purpose.

Acquiring personal leadership skills enable individuals to function more effectively as a family member, community member and as an employee. The teacher must assess the skills of each individual and provide opportunities for each student to grow as an individual and group member. Students should develop an internalized drive or achievement motive for goal accomplishment.

Defining Leadership (Cont'd)

To function in leadership roles students should be able to perform the following tasks:

Select goals

Make decisions

Assume and share responsibilities

Communicate: listen, discuss, keep records

Cooperate with others

Plan for action

Evaluate progress and accomplishments

The teacher will need to guide the students in defining the leadership roles that are a part of homemaking and related occupations.

LESSON PLAN FOR INTRODUCING LEADERSHIP DEVELOPMENT

Title: INTRODUCING LEADERSHIP DEVELOPMENT

Objective: To introduce the concept of leadership and show the interrelatedness to the occupation of homemaking

Time	Activity/Methods	Resources
5 min.	Introduce plans for day with general discussion of leadership and how leaders play an important role in our society (world).	Class agenda, greeting sheet.
5 min.	Have students identify individuals they consider to be leaders. List on board or large piece of paper.	Butcher paper, felt pens, chalkboard and chalk.
5 min.	Have students identify characteristics common among leaders named. List on board or large piece of paper.	Butcher paper, felt pens, chalkboard and chalk.
10 min.	Read or have students read short "case studies" that present individuals assuming leadership roles. Ask students to compare these individuals with those names in earlier discussion. Are they leaders, too?	Find or create case studies showing "ordinary" individuals giving leadership. Newspaper stories about citizen action are a good source
10 min.	Divide students into small groups to develop definitions of leadership. Post or otherwise present so that definitions can be shared (i.e., overhead transparency).	Paper, felt pens, overhead projector and transparencies.
5 min.	Distribute job description or task analysis of homemaking. Have students identify why and how homemakers need to be leaders	Task analysis or job descriptions preferably developed by students in previous class discussions.
10 min.	Present plan for integrating leadership development opportunities in classroom. Emphasize interrelatedness of roles of homemakers and wage earners and the need for leadership skills. Save leadership definitions for future discussions. Encourage students to develop personal definitions of leadership.	Distribute general description of plan for classroom leadership or FHA in the classroom

CLASSROOM LEADERSHIP DEVELOPMENT PROGRAM

Introduction

Methods for implementing the criteria for leadership which ensure its visibility, continuity and its relevance to student needs and concerns have been designated as leadership development strategies. A strategy, by definition, is the planning and management of an operation. Three strategies which can be planned and managed as an integral component of the Home and Family Life Education curriculum include:

A. Decision Making;

B. Group Process; and

C. Individual Growth/Extended Learnings.

These strategies can be used independently or in combination in a variety of ways as the teacher/adviser manages the learning environment. Research has shown that leadership development skills are teachable in a relatively short period of time when the learning environment allows for goals setting and feedback of results. Leadership skills are self-regenerating in a supportive structure.

Decision Making Strategy

Decision making skills are essential skills for homemakers, citizens and wage earners. Skilled decision making takes practice and opportunities for practice can be integrated within the Home and Family Life Education curriculum. Decision making strategies create opportunities for students to learn to make effective decisions, plan action to implement decisions and to evaluate accomplishments.

Students must be given an opportunity to make decisions and not simply be given two or more teacher made decisions from which to choose:

> I cannot learn to decide
> If you make my decision
> If you tell me
> What to be.
> Let me choose what
> I must learn.[1]

The teacher/adviser will need to plan and manage to provide such opportunities, but the learning that is provided is critical to the development of decision making skills in students. It is necessary for the growth of students that they be allowed to make decisions and take on responsibility. They need to see themselves as active participants in their own learning and development, experiencing the outcome and integrating the results of their decisions.

A step by step decision making process is an effective teaching/learning tool. Many processes have been identified in home management and homemaking text books. The processes emphasize an orderly approach to making decisions.

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[1]Delmo Della-Dora and Lois Blanchard, Ed. Moving Toward Self-Directed Learning. Virginia: ASCD, 1979, p. 35.

and provide a framework that can be applied to a variety of decision making situations. The components of the process generally include:

Identify the problem

Assemble relevant facts

Consider available resources

Identify possible alternatives

Weigh alternatives considering goals, values, resources

Make a decision

Act

Evaluate the results

Students need to learn how to perform each step of the process as well as the entire process to make decisions. The teacher/adviser will want to introduce the strategy to students and then provide numerous opportunities for practice. It is important to remember that the process is a tool to be used, adjusted, changed and otherwise adapted for effective use. Help students see the benefits of the process and how it can be changed to meet individual needs. For example, one might need to evaluate throughout the process (especially in the learning stage), but the process shows it as the last step. The following outline provides an analysis of how the decision making process can be developed in the classroom.

Step	Teacher/Adviser Role	Methods/Techniques
Identify the Problem.	Encourage student to communicate problems, ideas and concerns related to course content.	Provide awareness activities to increase student knowledge and concerns: Guest speakers, field trips, bulletin boards, readings in magazines, newspapers, etc.

Step	Teacher/Adviser Role	Methods/Techniques
		Organize surveys to identify class, school, community concerns. Discuss current concerns, issues that are prevalent in school and community.
Assemble relevant facts	Organize students to discover related information, facts, issues, work of other groups, etc.	Identify related references sources of information. Set up study/discussion groups to find information. Have students: Interview class members, parents and other individuals.
Consider Available Resources	Assist student in identifying resources that can be directed toward problem: time, money effort, material goods. Establish limitations and guidelines when necessary.	Define resources, help students think creatively about finding and using resources. Have students: Survey community resources. Interview community persons. Communicate with other groups to discover ways to share resources.
Identify Possible Alternatives	Support creative thinking as students identify alternatives. Discourage evaluation of feasibility at this point, far out ideas can lead to realistic alternatives.	Provide opportunities for discussion, interaction and discovery of alternatives. Encourage realistic appraisal of roadblocks, limitations, etc.
Weigh alternative considering goals, values, resources	Encourage critical thinking and realistic evaluation. Help students see the need to interrelate alternatives and goals, values and resources.	Assist in development of weighing/evaluation process, scale or plan.
Make a decision	Support students' choice of alternative; assist in developing plan to implement decision. Provide time and other support necessary for follow through. Encourage and guide students as plans progress.	Have students vote or choose alternative most acceptable. Help students develop plan of action that identifies who is responsible for what activity and a timeline for project completion. Check progress of individual and groups periodically.

Step	Teacher/Adviser Role	Methods/Techniques
Evaluate the results	Assist students in evaluating results in meaningful way. Encourage evaluation of entire process (identification of problem, resources, alternatives, etc.) as well as result.	Encourage individual and group evaluation in a variety of ways: checklists, essays, poems, discussions, short plays, etc. Use evaluation as starting point of next decision making process. Emphasize that evaluation identifies strengths as well as weaknessess in project.

Group Process

Learning to function effectively as a member of a group is an essential leadership role. All individuals must participate as group members at home as family members, in school as students and in the community as consumers, citizens and wage earners.

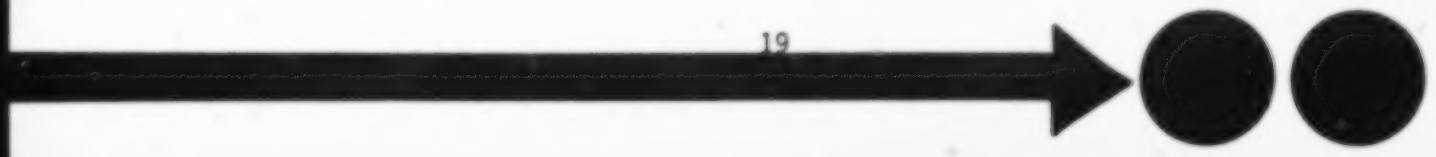
The environment in which students can learn to cooperate, communicate and assume and share responsibility can be created by the teacher/adviser in the Home and Family Life classroom. Our democratic society gives people an opportunity to participate; the educational system must give them the skills for effective participation.

Organizing a class of students into smaller groups has long been recognized as an effective teaching tool. This is also an effective learning technique, especially when students are given an opportunity to analyze the group process and evaluate skill attainment.

The task of using small groups in the classroom is not difficult. It is necessary, however, to do more than simply divide students into small groups for the process to be effective. The following key steps enhance the effectivenss of the group process:

Step	Teacher/Adviser Role	Methods/Techniques
Discuss importance of group membership in our society.	Pull ideas from students regarding where groups exist in our society and why group membership is important.	Discuss emotional and physiological needs of infants and children to show need for families. Demonstrate how team work increases efficiency. Use leadership games which demonstrate need for cooperation.

Step	Teacher/Adviser Role	Methods/Techniques
List essential skills for effective group participation.	Brainstorm for roles and skills needed for group members. Tie to task analysis of occupation of homemaking and other occupations.	Have students interview homemakers, employers, employees, community leaders and others to identify skills.
Organize students for group membership.	Form student groups.	Allow students to choose own groups or select groups. Use variety of techniques for group formation: birthdate, color of eyes, zodiac sign, interests, etc.
Use decision making process or other group process to determine action to be taken by groups.	Assist groups in identifying what their task is, when it needs to be completed, what resources are available, etc.	Develop with students planning sheets which can be used to organize group action.
Determine what leadership roles are needed in each group.	Encourage students to interrelate plans and actions. Be sure that all students have responsibilities.	Use a variety of methods to choose roles of individuals in groups: volunteering, elections, color of hair, tallest, tag under chair. Give all students an opportunity to experience all roles within a group. Rotate "leadership" roles frequently.
Take action.	Provide students time and other assistance to carry out plans made. Monitor progress.	Organize groups so that coordination between groups is possible. Have delegates from each group interact to share common concerns, etc.
Evaluate results.	Encourage meaningful evaluation of all parts of group process: accomplishments, skills gained, skills needed, cooperation, coordination, accepting and sharing responsibility. Use evaluation as the basis for next group process.	Use a variety of ways to evaluate strengths and weaknesses of group work. Provide opportunities for individual and group evaluation.



Personal Growth Strategy

A third strategy which fosters the development of leadership skills is personal growth/extended learnings. This strategy can be used to individualize and extend classroom learnings to foster personal growth that is unique for each student.

It is important that this component be carefully developed in order for it to be effective. It must:

Be a planned learning experience with an identified goal.

Have a direct relationship to a current curriculum unit.

Extend the beginning levels of learning beyond the scope of the normal classroom activity to the home, school or community where application and synthesis can take place.

To encourage personal growth and foster the development of leadership skills opportunities should be provided for students to:

Assess personal needs and abilities.

Work individually or in cooperation with those who share needs or interests.

Plan for action to facilitate achievement of identified goals.

Carry out plans.

Evaluate accomplishments.

The teacher/adviser role and suggested methods and techniques for integrating personal growth strategy are identified in the following outline:

Step	Teacher/Adviser Role	Methods/Techniques
Assess personal needs and abilities.	Provide students with opportunities to look at own abilities, needs and interests in light of personal goals.	Use a variety of techniques to encourage self-evaluation: personal interest inventories, questionnaires, unfinished sentences, etc.

Step	Teacher/Adviser Role	Methods/Techniques
Work individually or in cooperation with those who share needs or interests.	Encourage students to communicate and cooperate with others. Working together and alone students should share progress with other students, teacher and parents.	Have students share ideas in class. Develop list of ongoing projects and use to help students get ideas, find others to work with.
Plan for action to facilitate growth.	Assist students in planning process. Provide assistance in identifying resources, alternatives, methods of working.	Cooperatively develop personal growth planning sheet with students.
Carry out plans.	Encourage follow through. Monitor progress. Give assistance when necessary.	Provide opportunity for students to share progress with others in class.
Evaluate accomplishments.	Provide evaluation opportunities throughout project. Help students see strengths as well as weaknesses. Use evaluation as starting point of next personal growth project.	Use a variety of methods of evaluation. Encourage sharing of both strengths and weaknesses.

ORGANIZING FOR LEADERSHIP THROUGH THE FUTURE HOMEMAKERS OF AMERICA ORGANIZATION

Many techniques can be used to foster the development of leadership in students. But any experience, to be successful, must be based on the concerns and interests of students; must have a stated purpose of which the students are aware and must be analyzed and evaluated in terms of leadership development.

The criteria identified in the framework for integrating leadership development in a home and family life program on page 5 can also be achieved through classroom chapters of Future Homemakers of America. There are many resources to assist the teacher and student to integrate FHA/HERO into the classroom available from the State Advisor for Future Homemakers of America, Old Capitol Building FG 11, Olympia, WA 98504, and/or the National Headquarters of Future Homemeakers of America, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The Future Homemakers of America, as an integral part of the Home and Family Life Program is uniquely designed to encourage student leadership and develop the leadership skills of <u>all</u> students.

The Advantages of Integrating Future Homemakers into the classroom:

1. Time is available for meetings.
2. Ends competition with other organizations for available time.
3. Opportunity for all Home and Family Life students to actively participate.
4. When students participate in planning curriculum their interest and participating is heightened.
5. Students become more involved in the learning process.
6. Provides more opportunities for students to participate in leadership activities.
7. The activities help members develop their own potential.
8. Allows for individualizing instruction through program of work activities and degrees of achievement or encounter experiences.
9. Students and teacher/advisor can work together in non-threatening atmosphere.
10. State and National membership offers leadership opportunities beyond the local level.

The following pages identify how processes can be accomplished through integration of Future Homemakers of America into the classroom.

The Role of Organizations

As we move from families to the community and the world of work, organizations become a method of managing resources to achieve common goals - students need to understand their role as a member of an organization.

Mildred Reel, Executive Director of the Future Homemakers, addresses this issue as she describes how Future Homemakers of America prepares young people to function within an organization:

> Youth members are learning how to be members of a group and how to lead; how to mold the concerns and problems of people into positive solutions, how to involve people in their own destinies and how to use personal and community resources to improve their lives.
>
> Youth and adults alike realize that organizations make definite and unique contributions to communities, the nation and, in fact, the world. Ours particularly is a nation of organizations from kindergarten parents to neighborhood activist groups to the more sophisticated, highly developed systems such as the American Medical Association.
>
> Individuals in our society in today's world exert their power or influence in the broad community through groups. Problems that surround us and threaten us as a nation, such as juvenile delinquency, alcoholism, child abuse, murder, and unemployment are problems of individuals, but are alos problems that confront us all as a society. Neither government nor a police force can solve them without the commitment of individuals working together for a common goal.

It is apparent that tomorrow will place even greater demands on people to accomplish through organized groups. Groups will need to be organized. Community members will need to work along with community agencies to protect and build the society neighborhood by neighborhood.

Traditionally, organizations have been misunderstood and sometimes misused in our educational system. Adult and youth leaders of the Future Homemakers of America will find meaning for the organization as a part of education as they:

- determine the value of organization to school, society and the nation;
- determine the value of a national organization and a state association and help all members know these values and give support to each level of the organization;
- analyze the role of Future Homemakers of America as a part of Home Economics, what it contributes to the program, the members, the advisers, the school, and the families of the society;
- determine how to interrelate it within the Home Economics program; and
- understand the roles members and adult leaders play.

To motivate students to actively participate in an organization such as the Future Homemakers of America the students must realize that their commitment of money and time contributes to the achievement of that organization's stated purposes and goals. It is therefore important that the teacher assist the student in developing an understanding of the goals and purposes of the Future

Homemakers of America. Also, students must be helped to see the opportunities for personal growth and development that come through membership in the organization. The following sheet may be used as a guide for identifying the advantages of active membership.

LESSON PLAN TO INTRODUCE FUTURE HOMEMAKERS OF AMERICA

Title: Introducing Future Homemakers of America

Objective: To introduce the purposes of Future Homemakers of America and show the interrelatedness to the goal of the Home and Family Life program

Time	Activity/Methods	Resources
5 min.	Introduce the goals of Home and Family Life Education	Poster on wall - TO IMPOROVE PERSONAL, FAMILY and COMMUNITY.
5 min.	Divide class into 3 groups 1. Explore meaning - <u>to improve personal living</u> 2. Explore meaning - <u>to improve family living</u> 3. Explore meaning - <u>to improve community living</u> Each group put main ideas on poster	Felt pens, butcher paper, masking tape
10 min.	Share big ideas	Attach poster to big goal poster using yarn to relate the two.
15 min.	Divide class into eight small groups. Each group select one of eight purposes of FHA/HERO to depict by picture with few if any words. Group put up poster.	Felt pens, chalk, yarn, scissors, pins, butcher papers, masking tape.
5 min.	Give each student a copy of the purposes to use to match the goal to the poster.	List of the eight purposes of Future Homemakers.
5 min.	Discuss the main emphasis of each purpose.	Underline words on list.
5 min.	Have each group use yarn to tie the purpose they drew to one or more of the goals it most strongly depicts, personal, family or community goal.	yarn, pins.
5 min.	Summarize how the purpose of Future Homemakers of America relate to the broad goal of the Home and Family Life program.	

Organizational Structure

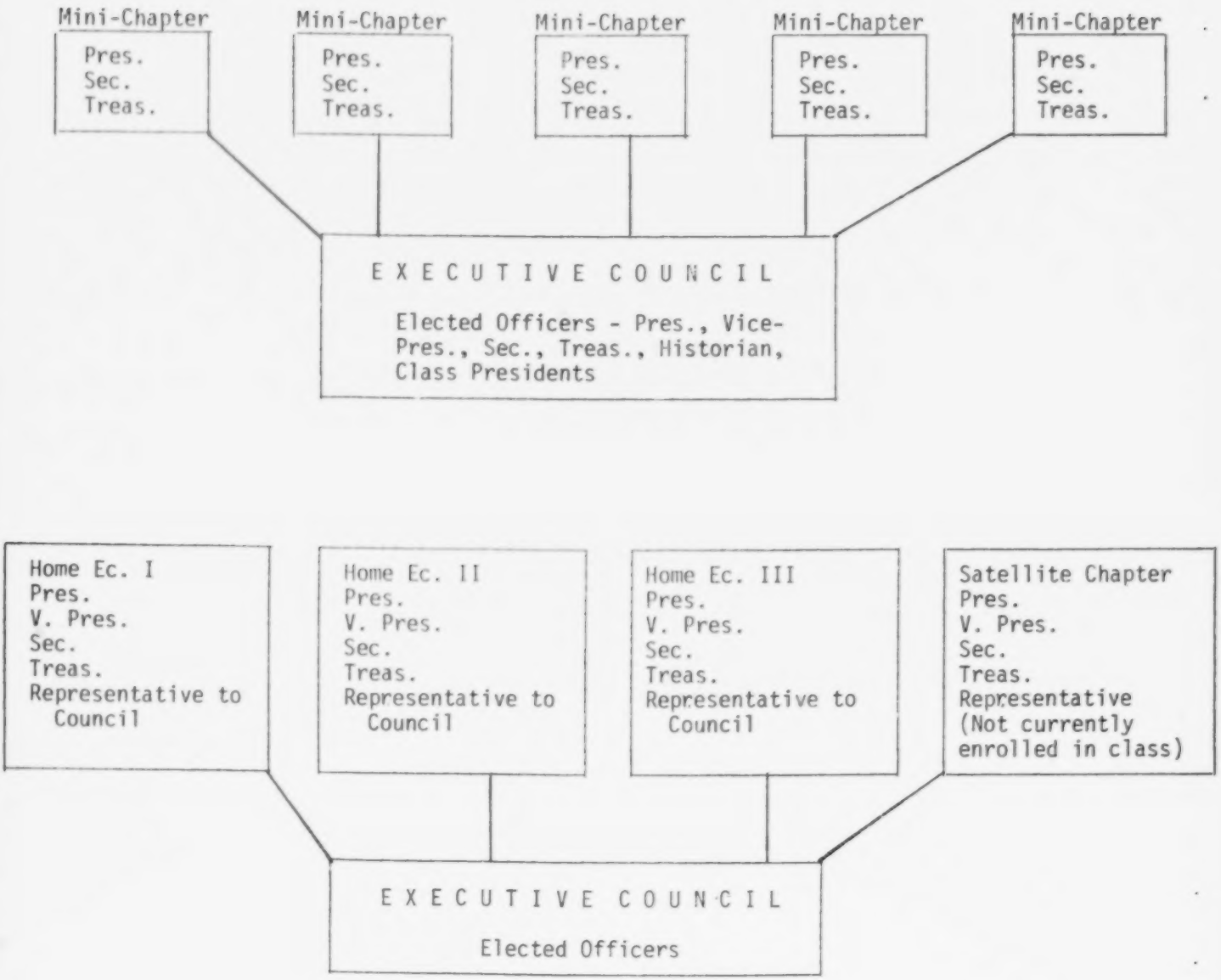
The organizational structure of the chapter of Future Homemakers is a key to involvement of members. The organization of a chapter involves many decisions that need to be shared by members, advisers and school administrators. There are three basic alternatives for the organization of a chapter:

1. After School: This is the traditional method of chapter management. The chapter is an after school activity, membership consisting of those who can come and participate after school. Officers are elected by membership and work with adviser to plan and implement projects and activities. Most activities are done after school.

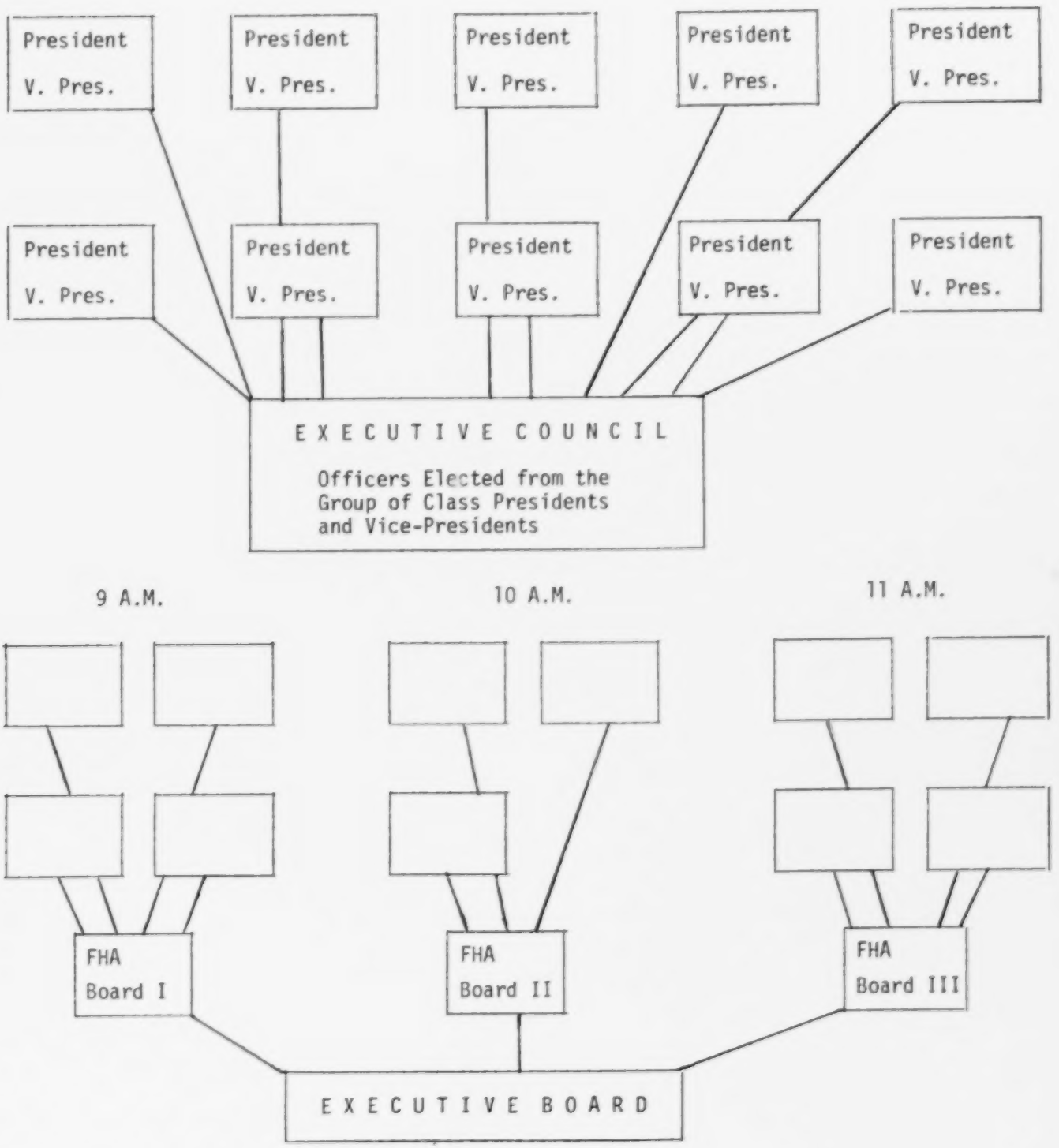
2. In Class: FHA is presented as a part of each Home Economics class. The chapter operates totally within the class and all class members participate. Each class has officers who work with the adviser(s) to plan class-related activities and projects. These chapters could be totally independent mini-chapters or function with an executive council to coordinate the program of work.

3. Combination of 1 and 2: One would be to integrate FHA into the Home and Family Life curriculum but make a provision for FHA participation for those who are not currently enrolled in a Home Economics class. The "after school" group could be organized the same as another class chapter. Another combination would be having the majority of the chapter meetings in class with one or two after school meetings a semester for all members focusing on the program of work topic.

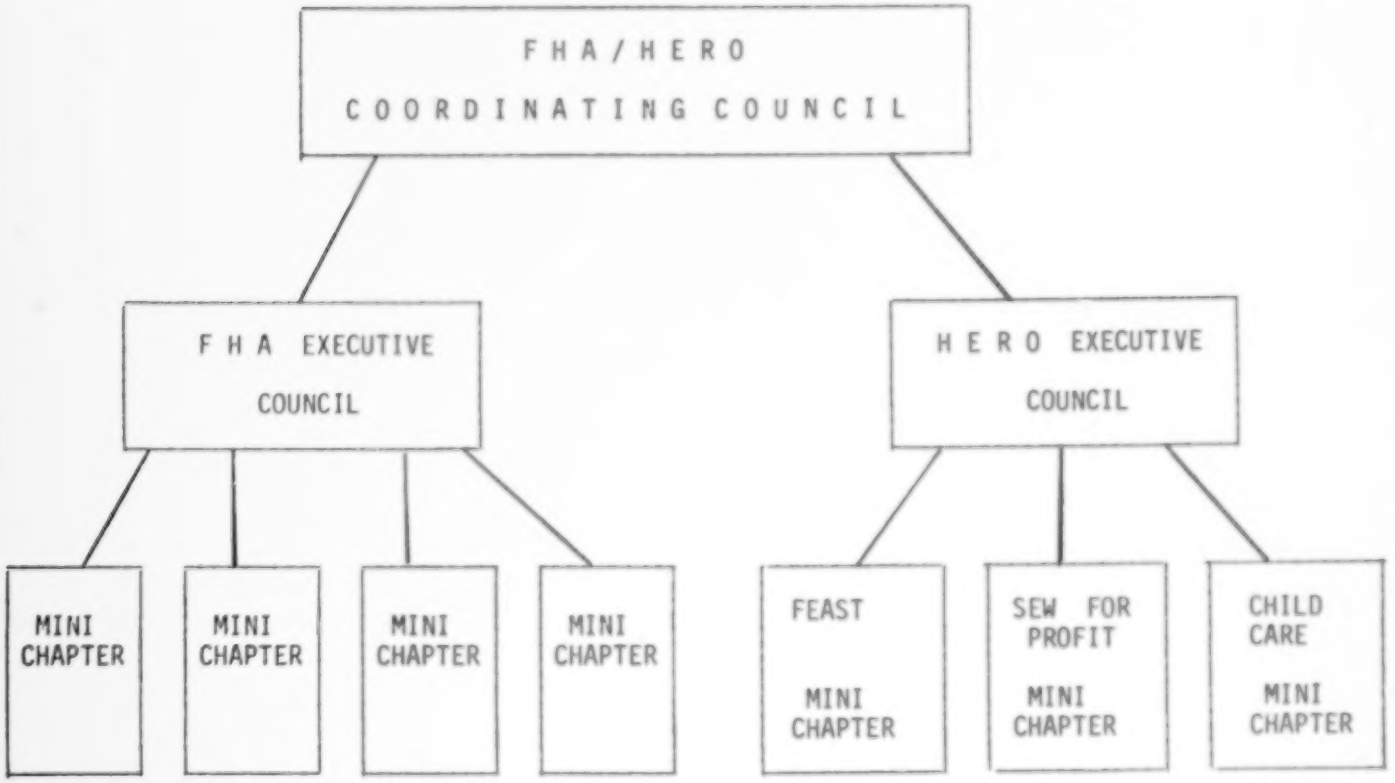
Possible Alternative Chapter Structure For A One-Teacher Department



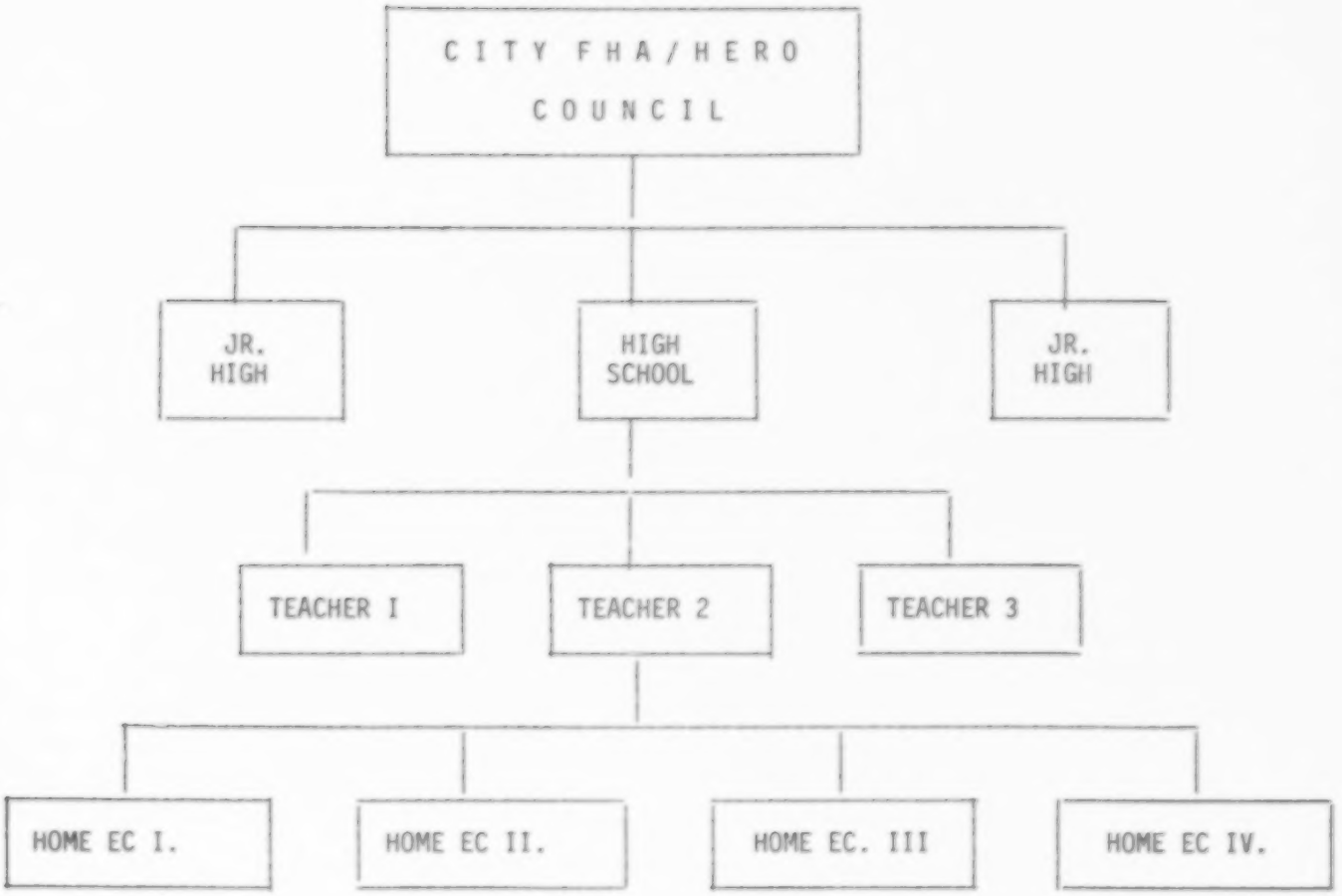
Possible Alternative Chapter Structure For Multi-Teacher Department



Possible Alternative Chapter Structure for Multi-Teacher Department (Cont'd)



Possible Multi-School Structure



Allow students to get involved in:

- making a decision on the chapter structure for the school
- thinking through what leadership position the class/chapter will need to function at the class level and at the executive council level
- planning for how officers will be selected
- planning the officer training sessions
- evaluating the organization structure on a regular basis

DECISION MAKING THROUGH PROGRAM ACTION IMPACT

Symbol

Identify concerns, interests, ideas

Teacher Role

Establish methods for getting at interests, concerns, issues. Set atmosphere for sharing and participating.

Possible Activities

Method #1: *Surveys and Interviews.* Develop a survey instrument or set of Interview questions that will reveal the concerns, interests, issues related to course content, of chapter members, students, and/or community.

Method #2: *Checklists.* A checklist is a quick response sheet that could be used in a survey. Participants might be asked to rank or rate certain items or to select a certain number of items from the list provided.

Method #3: *Discussion Groups; Rap Groups; Concern Sessions.* Divide participants into small groups to discuss and share their concerns. You may want to divide them into interest groups so that they can discuss concerns that relate to a particular topic; i.e., dating, money, education, school, friends, future, jobs, etc.

Method #4: *Collages, Posters.* Have participants build posters or collages that depict their concerns, interests or ideas. TEEN TIMES and other magazines could be used for cutting and pasting.

Method #5: *Open-ended Sentences.* Develop a list of open-ended sentences for participants to complete. For example:

My biggest worry about the future is _____

My biggest hope for the future is _____

Our chapter really should do something about _____

My greatest concern about young children is _____

Young peoples greatest money problems center around _____

Method #6: *Reaction Sheets.* Post a large sheet of paper near the room exit and ask participants to "react". The large sheet of paper might be headed "How I Feel Now," "My Biggest Concern Is", etc.

Method #7: *Brown Bags.* Provide each participant with a small brown bag and a piece of paper. Ask them to write their concerns on the piece of paper, slip it in the bag and trade bags with at least three people. When each participant has traded bags, ask them to share the concerns listed in the bag they now hold. This way concerns can be shared without identifying the individual.

Method #8: *Brainstorming.* Have participants seated in an arrangement conducive to good dicusssion. Leader poses the question and recorders record all responses on board or large sheet of paper. No evaluation of responses should be done.

Symbol

Narrow down ideas

Teacher Role

Ask questions to clarify thinking. Assist class/chapter in grouping like ideas. Help find resources.

Possible activities

Method #1: *Priority check.* List all ideas, each member check three they are most interested in.

Method #2: *Discussion Groups.* Divide into small groups. Each group narrow down ideas to top two. Make composite list from groups then narrow down fruther.

Method #3: *Rank order.* From list of ideas each rank from 1 - idea to most interest to the idea of least appeal. Committee would score sheet and come up with top ideas.

Method #4: *Ballot.* From list of ideas each member will identify their priority on ballot.

Symbol

Determine Goal of Project

Teacher Role

Teach goal setting. Help identify reasonable goals for time limits, resource available, etc. Assist in stating clear, obtainable goals.

Possible activities

Method #1: *Group discussion.* Class/Chapter work together in large or smaller group to state goal.

Method #2: *Voting.* Committee identify a number of goals from priorities then members vote on class/chapter goal.

Symbol

Decide the who, what, where and how of project

Teacher Role

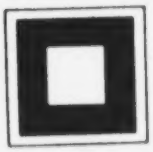
Explore possible activities, projects that relate to goal. Provide support and encouragement for trying new ideas.

Possible activities

Method #1: *Program of Work Committee.* Program of work committee or executive council make a tentative plan using the presented ideas then take back to members for approval.

Method #2: *Group planning.* All members involved in planning all program of work activities.

Symbol



Form a Plan for carrying out activities

Teacher Role

Assist members in planning how to carry out activities. Set time line determine who will be responsible, from committees for action. See that all individuals are involved.

Possible activities

Method #1: *Calendar.* Have a large bulletin board in the Department to identify all the activities.

Method #2: *Programs.* Every student has an individual printed calendar of events for the semester or year.

Symbol

Carry out Plans

Teacher Role

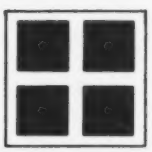
Support activities. Assist individuals to fulfill responsibilities. Follow up assignments as needed.

Possible activities

Method #1: All members participating in the plan of action.

Method #2: Small groups or committees assuming responsibility for the action.

Symbol



Evaluate and analyze what was accomplished.

Teacher Role

Help students see positive results as well as things to be improved. Assist in helping make evaluating continuous. Assist members in growth in leadership skills.

Possible activities

Method #1: *Open-ended sentences.* Develop a list of open-ended sentences to complete. For example:

New ideas to me were _____

Next time I'd like to _____

I really liked _____

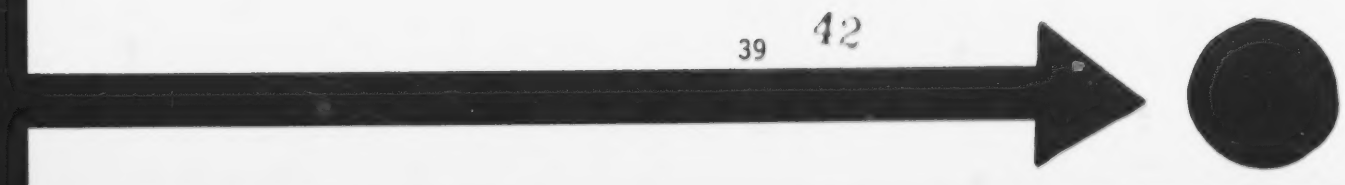
Our chapter could improve by _____

Method #2: *Reaction or Graffitti Sheets.* Post a large sheet of paper near the exit for members to write comments.

Method #3: *Discussion groups.* In small groups identify 2 or 3 positive results and 1-2 things that could be improved.

Method #4: *Listening teams.* Have some members identified to be "listening ears" to listen to others for positive and negative feedback.

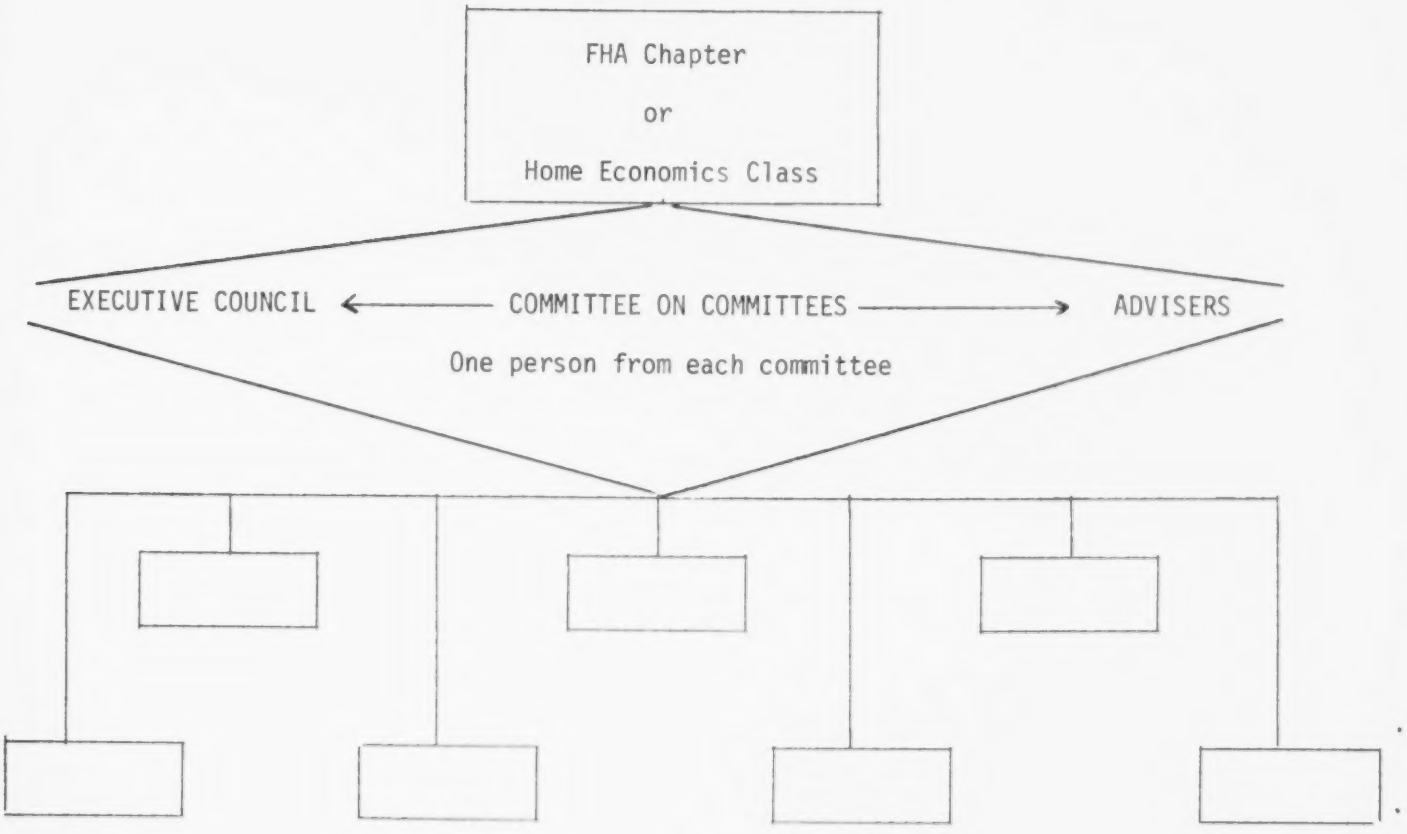
Method #5: *Thumbs up sheet.* Sheet with thumb up for listing what was liked, thumbs down for listing what could be improved.



Group Process Through System of Committees

Organize the class/chapter with a system of committees is a way to get members involved, a way to get more done and a way to develop leadership.

S Y S T E M O F C O M M I T T E E S



INDIVIDUAL COMMITTEES DESIGNED FOR SPECIFIC NEEDS

One member of each committee should serve as a member of the Committee on Committees. This committee coordinates committee action and sees that each committee continues to function.

Encourage every member to serve on a committee of his or her choice.

Have a stated purpose and clearly identified responsibility for each committee.

JOB DESCRIPTION

NAME OF THE COMMITTEE

RESPONSIBLE TO

MAJOR FUNCTIONS AND RESPONSIBILITIES

MEETINGS

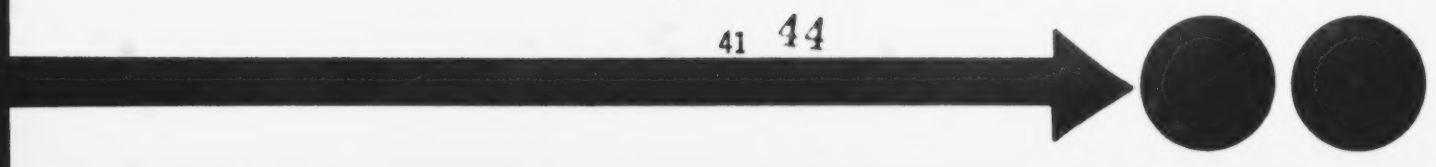
QUALIFICATIONS OF MEMBERS

QUALIFICATIONS OF CHAIRPERSON

SELECTION OF MEMBERSHIP

TERM OF OFFICE

Train chairpersons so that they are able to: lead a meeting, organize the committee, motivate others, develop leadership in others, develop and follow through on plans.



Individual Growth Through Degrees of Achievement

The three awards for achievement in the Washington Association Future Homemakers of America are the Junior, Chapter and the State Homemaker Degree of Achievement. The degrees encourage members to learn more about the organization and to improve as individuals, family members, and school and community members. Opportunities for personal growth are provided through the degree of achievement program and opportunities to individualize learning are provided through extended learnings. Extended class learnings easily can be integrated with degrees of achievement when the student identifies the growth encounter of the extended learning.

One example of an extended learning form that correlates with degrees of achievement

NAME_____ DATE_____ CLASS_____

I AM WORKING ON: JUNIOR DEGREE___; CHAPTER DEGREE___; STATE DEGREE___

Growth experience as: An individual____; Family member____;
Chapter member___; Community member____.

Relates to FHA/HERO purpose(s)_____

Relates to class area of study in _____

My Goal	My Resources
My Plan of Action	My Plan for Evaluation

QUALIFICATIONS FOR DEGREES OF ACHIEVEMENT

JUNIOR HOMEMAKER DEGREE	CHAPTER HOMEMAKER DEGREE
Purpose: To help the candidate learn about the Future Homemakers of America Organization and to become an informed member.	Purpose: To help the candidate continue to grow as a Future Homemakers of America member and to help others have a better understanding of the organization.
STEP I. Requirements a chapter member must meet to qualify for a Junior Homemaker Degree.	STEP I. Requirements a chapter member must meet to qualify for a Chapter Homemaker Degree.
A. Be a member of local chapter one semester. B. Complete or satisfactorily completing one semester of homemaking education.	A. The work for the Junior Homemaker Degree has been completed for at least one semester or trimester. B. Has satisfactorily completed or is satisfactorily completing at least one full school year of homemaking education.
STEP II. Getting a better understanding of Future Homemakers of America Organization.	STEP II. Interpreting the homemaking program through Future Homemakers of America by helping other people understand its purpose.
A. Understanding of creed, purposes, meaning of emblem, flower, and color. B. Able to use simple parliamentary procedure.	A. Explain FHA and its meaning to others.
STEP III. Growing as an individual, a member of a home, a member of a chapter, and a member of a school and community.	STEP III. Growing as an individual, a member of a home, a member of a chapter, and a member of a school and community.
A. Choose at least four encounters with growth--one in each of the following areas. 1. as an individual 2. as a home member 3. as a chapter member 4. as a school and community member B. Make a plan for working toward each goal. C. Check progress toward each goal as plans are carried out. D. Give evidence of growth toward each goal.	A. Choose an encounter leading to growth which relates to the chapter, state or National Program of Work--one or more in each of the following areas: 1. as an individual 2. as a home member 3. as a chapter member 4. as a school and community member B. Make a plan for working toward each goal. C. Check progress toward each goal as plans are carried out. D. Give evidence of growth toward each goal.

QUALIFICATIONS FOR DEGREES OF ACHIEVEMENT

STATE HOMEMAKER DEGREE

Purpose: To provide opportunities for the candidates desiring to develop greater maturity in creative leadership, in management, and in decision making.

STEP I. Requirements a chapter member must meet to qualify for a State Homemaker Degree.

A. Has completed all requirements for Junior and Chapter Degrees and has held the Chapter Homemaker Degree for at least one year prior to conferring of State Homemaker Degree.
B. Has a two-year record of active membership in FHA by time degree is completed.
C. Has satisfactorily completed at least two years (4 semesters) of homemaking by time degree is completed.
D. Has held responsible position in chapter activities.

STEP II. Helping others in the community understand the goal of a broad homemaking education program. This goal is: To Improve Personal, Family, and Community Living.

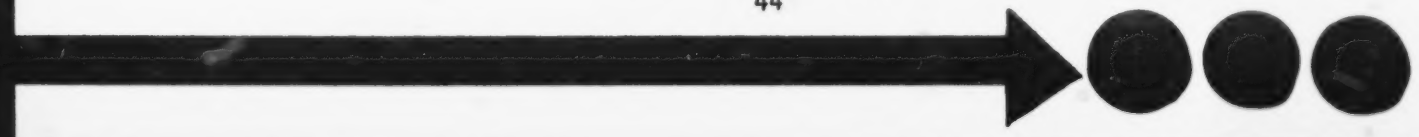
Helping others in community understand the three components of a home and family life program (homemaking class instruction, planned extended learnings, and Future Homemakers of America) and how these help students to improve personal, family, and community living.

Suitable experiences for the project could be assembly programs, exhibits, newspaper articles, talks to civic and service groups, PTA, Women's Clubs, radio and TV programs.

STEP III. Growing as an individual, a member of a home, a member of a chapter, and a member of a community.

Choose one growth encounter for each of the following goals:

1. To promote individual growth in the light of personal needs, interests and abilities.
2. To assume responsibility for a homemaking activity for a period long enough to show definite improvement.
3. To take leadership responsibility in your chapter's in-depth projects.
4. To participate effectively in a community activity that improves family life.



F
H
ADVANTAGES !

WHAT ARE THE ADVANTAGES OF BEING A PAID, ACTIVE MEMBER OF THE FUTURE HOMEMAKERS OF AMERICA

MEMBERS CAN:

--vote on chapter activities
--assist chapter in voting on regional and state activities
--wear official FHA jewelry
--carry an FHA membership card
--work toward degrees of achievement
The Junior Degree
The Chapter Degree
The State Degree
--apply for a State FHA Scholarship

MEMBERS CAN ATTEND

--Regional Meetings
--State Meeting
--You might also have the opportunity to attend the National FHA Meeting

A CHAPTER CAN:

--work toward Honor Chapter
--receive State and National publications--DO YOU KNOW WHAT THESE PUBLICATIONS ARE?
--nominate candidates for scholarship, state officer, Honorary Membership, and State Homemaker Degree of Achievement.

WHAT ABOUT STATE DUES?

In the State of Washington FHA dollars:

--pay for Regional and State FHA Meetings
--defray expenses of state delegation to attend the National Meeting
--pay travel for FHA members to attend other meetings vocational student organizations, March of Dimes, WHEA, etc.
--provide recognition for Honarary Members, State Homemaker Degree recipients and Scholarship recipients

WHAT ABOUT NATIONAL DUES?

National dues go a long way, too:

--pay for publishing chapter program resources; such as Program Action IMPACT, Encounter, and TEEN TIMES
--pay training and travel for National officers and their advisers, and National Committee Nembers
--maintain the National Headquarters facilities
--pay salaries for supportive and professional staff
--make FHA a self-supportive organization

RESOURCES

Johnson, D.W. and F.P. Johnson,
Joining Together: Group Theory and Group Skills
Prentice-Hall, Incorporated
Englewood Cliffs, New Jersey, 1975

Johnson, D.W. and R.T. Johnson,
Learning Together and Alone: Cooperation, Competition and Individualization
Prentice-Hall, Incorporated
Englewood Cliffs, New Jersey, 1975

Yield to Leadership in the Classroom
Seattle Public Schools
Occupational Education Department, 1978

For the latest FHA publications contact:

State Adviser
Washington Association
Future Homemakers of America
Old Capitol Building, FG-11
Olympia, WA 98504

Future Homemakers of America
National Headquarters
2010 Massachusetts Avenue NW
Washington, DC 20036